



Personal, Social and Emotional Development

Through our PSED Jigsaw lessons the children will learn about:

Relationships-
Building positive, healthy relationships
Changing Me-
Coping positively with change

Feelings: To continue to talk about how I feel and how to improve my feelings to develop a positive mindset. I will talk about my own feelings and think about the feelings of others.

Understands someone else's point of view can be different from theirs.

To begin to collaborate more as part of a team/group.

To understanding how to help others and solve problems.

To begin to understand how to cross the road safely.

To continue to find solutions to conflicts and rivalries more often without adult support.

Transition- moving into Reception Class.

How Does Your Garden Grow?

Splish Splash
(Water and sea creatures and transitions)

Summer Term

Monday 20th April to Friday 10th July 2026

The Nursery Team

Mrs Dhinsa and Miss Osman

Literacy

I know that books and technology can give information (non-fiction books). I can hold a writing tool in the tripod grip and form recognisable letters, exerting the correct amount of pressure. I can recognise simple rhyming strings and begin to make my own. I can begin to orally blend e.g. c-a-t makes the word cat. I can recreate role play linked to familiar stories. Joins in with repeated refrains and anticipates key events in phrases, rhymes and stories. I will continue to learn sounds and link these to letters to develop my early reading skills. Attempts to write CV (consonant vowel) and CVC (consonant, vowel, consonant) words using their phonic knowledge. I can write my name independently without my name card, beginning to use the correct letter formation. I will continue to mark make/write for a purpose e.g. making lists, labelling pictures/diagrams of sea creatures, drawing treasure islands, pirate maps, writing train tickets etc. I will be able to respond to questions such as why, where, how, when, who when exploring our topics and core books. I will continue to distinguish between a fiction and non-fiction book and will use these use these books in my play to find out information. Recognise words with the same initial sound, such as pirate and picture. Orally blend and segment. Develop early reading skills through learning.

Understanding the World

Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and insects such as a butterfly. Use resources such as globes and non-fiction books such as atlases and encyclopaedias to research animals and plants. To begin to name the features of animals and plants. I know the names of some sea creatures and their features. I can begin to talk about life in different countries. I can begin to understand how to care for our planet. I can talk about the features of a sea animal and their habitat. I can continue to use resources such as globes and non-fiction books such as atlases, encyclopaedias and the internet to find out information (with adult guidance). I can begin to understand how my community will change as I transition into Reception Class. I will complete a simple programme on the computer. Explore floating and sinking whilst testing a range of materials. Look closely at similarities, differences, patterns and change

Mathematics

I can say a number that is one more and one less from 0-5, 1-10, 1-20.
I can begin to write or represent a number.
I can count on from a number up to 5/10/20.
I can count forwards and backwards from 5/10/20 when singing songs.
I can begin to count beyond 20 with adult support.
I can halve and share in my play.
I can double numbers through play.
I know the value of numbers to 5/10/20.
I can begin to explore the value of money in my play.
I can begin to recognise odd and even numbers.
I can explore mass, volume and capacity in my play and use comparative language.
I can begin to problem solve in my play.
I am beginning to understand how to sort information.



Expressive Arts and Design

I will continue to learn new songs to help me in my learning.
I will explore moving my body in different ways.
I will continue to develop my skills in still life drawing.
Respond appropriately to what they have heard, expressing their thoughts and feelings in an artistic and creative way, self-selecting media and resources.
Draw/paint and design with increasing complexity adding enhanced detail to demonstrate clearly meaningful and recognisable outcomes.
I can work with my peers and adults to plan, design and build a role play area linked to our topic e.g. sign making, selecting resources, books and making choices.
I can explore new skills such as bubble blowing, colour mixing, weaving, sewing.
I can plan, evaluate and improve my artistic creations.

Communication and Language

I can talk confidently in front of my class (introduction of show and tell) and begin to use intonation to express myself.
I will begin to take on new roles in role play and use topic related vocabulary to develop my narratives e.g. pirate ship, beach, aquarium.
I can stay at my chosen activity for 15+ minutes and sustain attention and concentration.
I can stay at an adult led activity for 10+ minutes and sustain attention and concentration.
I will describe main story settings and principal characters.
I will understand story structure and talk about my likes and dislikes.
I will be able to demonstrate sustained attention when sitting on the carpet during discrete carpet time learning and stay on topic when asked to respond.
I will use a wide range of topic related vocabulary to sustain a conversation.
I will begin to use past, present and future tense more confidently and consistently.

Physical Development

I can experiment with different ways of moving (including dance).
I show good control and coordination in large and small movements.
I will move confidently in a range of ways, safely and negotiating space.
I am becoming more confident with my catching and throwing skills.
I will begin to understand how to be competitive in sports. (sports day)
I will continue to develop my fine and gross motor skills which will contribute towards my physical literacy development for writing and for using tools e.g. for woodwork and cooking.

Important Vocabulary

We will be using vocabulary to describe the parts of a plant and life cycles of a butterfly. We will also learn new vocabulary related to the sea and creatures that live within it. We will be learning lots of new vocabulary related to our core books which are:

Yucky Worms
Vivian French

Superworm
Julia Donaldson

The Very Hungry Caterpillar
Eric Carle

Jack and the Beanstalk
A traditional tale

Tiddler
Julia Donaldson

Billy's Bucket
Kes Gray

The Night Pirates
Peter Harris

Splash, Anna Hibiscus!
Atinuke

PLEASE DO NOT READ/RE-READ THESE BOOKS TO YOUR CHILDREN UNTIL WE HAVE READ THEM IN SCHOOL! We use the core book approach to learning and it is nice if the children don't know every book beforehand, as we spend many days exploring each one in depth.



Dates for your diary

Tuesday 21st April – Animal visit

Tuesday 19th May – trip to Belmont farm

25th –30th May - Half-term holiday

Friday 10th July – Last day of term

There may be an additional trip/workshop for the Nursery children during the spring term.

This will be communicated to you in due course.

Sun protection

With the sun starting to shine more intensely this term (we hope), please can we remind you to begin to send in sun cream and a cap, when necessary, to help to protect your child during the sunnier months. A roller ball sun lotion is best to enable your child to self-apply independently. **Please label all items sent into school.**

PE days: Wednesday and Friday

Library day: Monday

Book bags should be sent into school every day. Library books do not need to come into school each day but only on a Monday. Home learning books come in on a Monday too. Please make sure your child has spare clothes in a bag on their peg at all times as explorative play in our EYFS can get messy! Please send in a raincoat and wellies for your child to enjoy the great outdoors with.

Transition

The Nursery children will begin to take part in a range of transition activities as the summer term unfolds to help to prepare them for their transition into their next class, Reception Class. This will involve meeting their new adults, including their teacher and teaching assistant as well as taking part in 'Play and Stay' sessions. Further information will be provided as the term goes on.